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ABSTRACT

This paper presents a role model for the elementary school counselor. For purposes of this role model, elementary school guidance is viewed as both a concept (philosophy) and as a process (implementation). The process is the action or the implementation by which the concept or philosophy is realized. The aspect of the process which deals with services is predominantly the responsibility of the elementary school counselor. The counselor's role encompasses direct and indirect services: the direct is the counseling experience and is provided by way of face tc face contact with the child. The indirect services are usually through instruments, as in testing, or through other persons, as with the teacher. The counselor also has guidance responsibilities which are shared with the staff, both the instructional and non-instructional. (KJ)

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# A ROLE MODEL FOR THE ELEMENTARY SCHOOL COUNSELOR IN THE SEVENTIES*

by

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INTRODUCTION: Before a role description of the counselor can be presented, it is necessary that his milieu be indicated--the kind of program in which he must operate including its philosophy, objectives, principles, and so forth. There must also be indicated the relationship of the elementary school counselor's role to those of other staff in the school if the role model is to have any meaning.

Generally, the writer sees the counselor as a behavioral specialist (as opposed to an educational technician - meaning the teachers) and as such, the counselor is a non-instructional specialist falling within the pupil personnel services (pps) category. Although the counselor is seen as part of the educative process, he is not seen as an educator in the sense of a teacher, but only in the sense of a person concerned with the atmosphere or educational climate that the formal program of the school provides. The role model may, at first, seem to suggest a remediative-corrective orientation. The model simply recognizes the "realities" and "needs" of the elementary school and attempts to provide for them. Since there are pressing needs of "problem children" in every school the counselor must be prepared to assist in providing for them. However, the counselor can get beyond these pressing needs if he has a commitment to what the writer would call "growth efforts" and if the counselor has the necessary knowledge and skills to apply to these efforts.

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Each of the areas to be shown and discussed in the model is certainly a specialty of its own. The counselor, as the most general, non-instructional pps specialist and often times the only pps specialist available, should be able to provide services in each of these indicated areas in the absence of other specialists. It could be said that the counselor is the generalist among the pps field just as the general practitioner is the generalist among the medical professions.

DEFINITIONS: To give meaning to words they must first be defined:

Guidance: As we know, guidance may be defined and viewed in many ways. For purposes of this model guidance is thought of in two ways, as a concept and as a process (Peters and Others, 1965). As a process it is action and is the means or the implementation by which the idea, point of view or philosophy (the concept) is realized. The process, or implementation, is seen as occurring in both the instructional (or classroom) and the non-instructional (out of classroom) realms. In the classroom, the process or implementation of the guidance viewpoint is in and through the curriculum which is largely, but not exclusively, the domain of the teacher. Out of the classroom the process or implementation of the guidance philosophy (or concept) is through a set of organized, specialized, non-instructional services which is largely, although not exclusively, the responsibility of the elementary school counselor (see figure 1). The process phase of guidance implements the school's guidance philosophy (or concept) which is designed to enhance the growth of the individual. It is assumed, of course, that in the process aspect of guidance, services will be provided by a competent, professionally trained person who has been carefully selected, adequately trained and who, through appropriate practical preparation, has the necessary experience and maturity to provide the expected services.

Counseling: As defined for this model counseling means the assistance which comes to a person through the face to face contact which a child has with a professionally trained person with the help being in the psychological nature of the relationship using either talk or play as the medium of communication.

PHILOSOPHICAL BASIS: A role model must be dependent upon a philosophy of education as well as a philosophy of elementary school guidance. It is also dependent upon certain objectives for elementary school guidance and it assumes the acceptance and practice of certain principles. So that you will understand the philosophy, principles and objectives upon which this role model is based, let me indicate them briefly to you:

PHILOSOPHY OF EDUCATION: An updated philosophy views education as being more than just the traditional three "R's". Education is seen as including all of life's growth processes including the social and personal aspects of an individual's development (Bruner, 1961; Gardner, 1962). To assist in the growth processes of the individual, schools have seen the need to include pupil personnel services specialists, otherwise referred to as non-instructional personnel (Dugald Arbuckle, 1967) to complement the efforts of teachers. Among these specialists is the elementary school guidance specialist, commonly known as the elementary school counselor, who provides services as part of the elementary school "guidance" program.

PHILOSOPHY OF GUIDANCE: The philosophy of elementary school guidance upon which this role model is built is that it is concerned with the growth aspects of children including, but not limited to, the prevention of difficulties and disorders. This means that guidance requires the involvement of not only instructional staff but administrative and specialized services personnel as

well as parents. The need to understand children and their developmental requirements, therefore, are of paramount concern.

THEORETICAL BASIS FOR COUNSELOR ROLE: The theoretical basis for the counselor's role is found in the American, democratic, philosophical position which holds that all children, regardless of their innate capacities at birth, shall have full opportunity for development. This position recognizes that individuals at birth are congenitally and genetically different. There is little good in talking about equal opportunities or equality of education unless we recognize the differences inherent within each individual and provide for them. To compensate for the differences and to allow for equality of opportunity, differential assistance must be offered in the educational life of the individual. It is my belief that this assistance can best be provided through the specialized help of pupil personnel services.

According to Dr. Cottingham's extensive study of the development of a rationale for elementary school guidance (1968), no unique conceptual identity for the elementary school guidance function can be justified. I would pretty much subscribe to that position. What is here developed, however, is the "needs" basis for which elementary school guidance exists. It is among these needs that some theoretical or conceptual characteristics for the role of the elementary school counselor may be found.

OBJECTIVES: It is expected that the elementary school guidance program will encompass the philosophy of education in a democratic society; namely, that each and every person shall have the opportunity to become that which he is capable of becoming: (1) by complementing the efforts of the instructional and administrative personnel, (2) by cooperating with the home to bring about the best

efforts of the child in his development, (3) by mobilizing and utilizing all the resources of the school which will contribute to the growth of the child, (4) by extending the school program and its services into the community, (5) by relating to the community and its resources and utilizing the resources of the community in behalf of the child, and (6) by contributing specialized knowledge, skills and attitudes which will contribute to the understanding of the child and his acceptance.

PRINCIPLES OF ELEMENTARY SCHOOL GUIDANCE: Guidance, both as a concept and as a process is seen as an integral part of the educational program offered by the school. As such, it is designed for all children and not just the gifted or those in extreme need. In the words of Carl Sandburg (1968), "there is only one child in the world, and the child's name is all children." In addition, the services need not be limited to the traditional or orthodox but may transcend established counseling and classroom procedures and techniques.

An effective guidance program is possible only through the cooperative efforts of the instructional and non-instructional personnel of the school and the contributing efforts of non-school personnel (including parents) and not by the isolated efforts of any specialist. Elementary school guidance is predicated on the assumption that the individual has a better opportunity at development through planned assistance and services and that through such assistance the individual will be fortified and his growth enhanced.

Guidance assumes that individuals, children included, have the right to self-determination in choices open to them and that the exercise of this right contributes to the development of a sense of personal responsibility. Guidance is not

seen as a force to require conformity or "adjustment" to a given situation but is a means by which an individual can understand himself and exercise the freedom that is available to him in forming his personality and planning his life.

Guidance is concerned with all of the child's development both in time (past, present and future) and in area (academic, social and personal). As such, it is concerned with the child's vocational and educational pursuits as well as his current well being.

ROLES OF OTHER SCHOOL PERSONNEL: Thus far, I have presented a brief sketch of my philosophy, objectives, and principles of an elementary school guidance program. Necessary to the understanding of the counselor's role are the roles that other staff, including administrators, teachers, and other pupil personnel services specialists, have in the schools before one can adequately understand the role of the elementary school counselor.

The counselor's role in the guidance program, must be seen in the framework of the total school effort. Figure number one (now projected on the screen) should help us to understand this. This (paradigm) figure, titled "Teacher's and Principal's Roles in the Guidance Program" depicts the position of the principal and the teacher in the framework of the guidance program. You will notice that the largest circle is titled "Concept" and might very well be titled "The Educational Program" in the sense that guidance as a point of view should encompass all of the educational effort.

ROLE OF THE ADMINISTRATOR: By administrator, I mean the person responsible for the operation and control of the entire school or system as opposed to the operation and management of the individual guidance program for which, of course,

the counselor must assume immediate and direct responsibility. The administrator in the modern theory of school administration (Eastmond, 1959) is seen as providing leadership in the educational program including the guidance program. In some states, the administrator also has the legal responsibility for the conduct of the school and its operation. In both orientations, the administrator is viewed as a facilitator of the educational program including the guidance program (see figure 1). In this role, the administrator engages in and promotes those aims and practices which will encourage the acceptance of the guidance services and the development of effective procedures.

He assists in the guidance program in the following ways: (1) he arranges for the necessary funds and supplies; (2) he contributes to the structure and organization of services; (3) he interprets to the superintendent and board members, public, press, teachers, radio, television, the ongoing program; (4) he supports the program through his attitude of acceptance toward the program; (5) he knows and understands the philosophy of the program; (6) he provides adequate facilities and time; (7) he views the counselor as a necessary co-worker; (8) he displays enthusiasm for the program; (9) he examines and reviews the program; (10) he provides leadership and promotes the program to others; (11) he takes an active part in planning the services of the program; (12) he participates in discussion of students and their individual programs; (13) he provides opportunity for in-service training and guidance orientation meetings; (14) he makes the program a permanent part of the total school effort.

<u>RELATIONSHIP OF COUNSELOR TO THE TEACHER</u>: It is recognized that the teacher has had a role in guidance long before the guidance specialist appeared in the schools. Whether guidance is viewed as a concept or as a process, the teacher continues to

have an important role in guidance. The teacher has both an in-class guidance role and an out-of-class guidance role both of which are crucial to the guidance program.

The teacher fulfills her in-class role in guidance to the extent that she incorporates guidance philosophy in her teaching practices; that is to say, she engages in acceptable pedagogical procedures, includes acceptable educational psychological practices and utilizes acceptable mental hygiene techniques. The counselor contributes to the in-class role of the teacher guidance largely through the curriculum advisement process and through "indirect" or consultative services.

The teacher fulfills her out-of-class role when she participates in the services as when she makes referrals, serves on the guidance advisory committee, attends case conferences, and so forth. As can be seen (see figure one) both the teacher and the counselor participate in the concept (or philosophy) and process (or implementation) of guidance. The services component of the guidance process, however, are regarded as primarily the responsibility of the counselor; the instructional component, primarily the concern of the teacher.

The area entitled "process" (see figure one) is seen as encompasses guidance implementation within the classroom (circle 1) and outside the classroom (circle 2). Both the counselor and teacher have a part in circles one and two or guidance

inside and outside the classroom. In the in-class function, the leader has a larger role while the counselor has a smaller role. The reverse is true in the out-of-class guidance function with the counselor having greater responsibility and the teacher a lesser one.

IN-CLASS TEACHER'S ROLE IN GUIDANCE: Some examples of the teacher's contribution to the in-class aspects are seen when: (1) the teacher relates the teaching to the best growth of the child; (2) when the teacher is competent in her area and can develop the confidence of the child; (3) when the teacher recognizes that her personality affects children and vice-versa and gives needed attention to their personal relationship; (4) when she is willing to help pupils with personal problems or refers them to specialized sources of help; (5) when she recognizes her own limitations of time and ability; (6) when she seeks information from the guidance services so as to be a more effective person in her work; (7) when she observes and records pupil behavior which will cause her to better understand the child; and (8) when she plans activities in which the pupils can bring out the best in themselves.

OUT-OF-CLASS TEACHER'S ROLE IN GUIDANCE: The classroom teacher participates in her "out-of-class" role in the guidance program when: (1) she knows what services or facilities exist in the school guidance program; (2) she helps locate students who are in need of specialized services; (3) she works to locate a assistance to children ~~whose needs~~ are beyond what the classroom teacher can provide; (4) she understands the child and his background as much as possible; (5) she contributes and supports the school guidance services and tries to understand them; (6) she promotes the guidance point of view in the classroom by encouraging good study habits, develops interests and attitudes, encourages

favorable social relations, prepares children for the future and contributes to satisfying experiences in the present; (7) she adapts teaching materials to the needs of the students; (8) she contributes to the understanding of students on the part of the staff; (9) she focuses on developmental rather than on remedial needs; (10) she maintains communication with parents; (11) she encourages research; (12) she reduces tensions and frustrations in the classroom; and (13) she demonstrates respect for students as humans.

SHARED RESPONSIBILITIES WITH STAFF: As a staff member, the counselor shares in the responsibility of the school program. Some of the shared responsibilities are those indicated in figure number four titled "Shared Responsibility of Counselor and Instructional Staff". "Shared responsibilities" means that the counselor does not perform these functions exclusively and independently of others or that they are unique to his role but rather that he shares them with other staff. This also means that these functions probably existed prior to the inclusion of the elementary school counselor. These functions, therefore, cannot be assigned as exclusive ones for the counselor. What the counselor brings to these functions is his differentiated contribution by virtue of his preparation, and experience as well as his specialized focus. Some of these shared responsibilities as shown are: data collection, placement of children, in-service development of staff, the dissemination of information, consultation, management of one's own program, responsibility for public relations, the identification of learning problems, school orientation, home-parent contacts, research, case conferences, child studies, staff conferences, evaluation and appraisal, to name a few.

Shared Responsibilities with Teaching Staff: The elementary school counselor is a member of the regular school staff and shares in many of the responsibilities

of other staff members so long as his involvement in such responsibilities do not conflict with the role of the counselor. These shared responsibilities (see figure 2), are fulfilled through the counselor's contribution of specialized skills, knowledge and experiences. Among the shared responsibilities the counselor is expected to assume with other school staff are the following:

1) Consultation: The counselor, because of his training, knowledge, skills and experience, as well as his differentiated role in the school, is a resource to the teacher and is accessible to her through the consultative process in which there is an interaction of two or more individuals for the purpose of exchanging knowledge and information. In this process, the counselor offers assistance to the teacher by contributing his general knowledge about children and apecific knowledge about individual children. The counselor not only serves as a consultant to the teacher but engages in the consultative process with the teacher has about particular children with whom she works as well as her general knowledge of children. The consultative process is the medium through which professional knowledge related to growth and education is shared and exchanged.

2) Placement: The counselor shares in the decisions of the staff in the placement of children for initial placement, as with new students, replacements, as with those already in the program, or special placements, as with those students requiring a particularized program.

3) In-Service Development: The counselor shares in the staff development process of the faculty by engaging in in-service activity that will promote his professional development as well as that of the staff.

4) Orientation: The counselor shares in the orientation of children to school. The counselor helps the transfer-in-child to become familiar with the setting and shares in the orientation function which the teacher too provides. The counselor also shares in the responsibility for the transfer-out child whether to the next level of education as with the junior high, for example, or to a new school at the same level but in another community. The counselor, of course, has the primary responsibility for orienting the staff and the students and parents, as well as the public generally, to his guidance program so that its services will be utilized by those persons in need of them.

5) Research and Evaluation: The counselor conducts research and evaluation of not only his guidance program but contributes to the research and evaluation effort of the total school program. In this area, he contributes his skill in assessment techniques as well as his training in statistics and research design to make possible research which is adequate in every respect. The counselor also brings to the attention of the staff research emanating in the field of human behavior which is useful and important to the teacher to have and understand.

Shared responsibilities with other pupil personnel services: As seen in "figure five", titled "Shared Responsibility with Other Pupil Personnel Services Specialists" the counselor has responsibilities which he shares with other pps specialists. Some of these functions are in placement, in coordination of services, as referral agent, in public relations, in research, in child studies, in collection and dissemination of information, in case conferences, in home visits, as consultant to staff and community, in parent contacts, in identification of special needs, as liaison with community resources, and in evaluation, among others. Many of these responsibilities are also those which the instructional staff share.

The existence or necessity of shared responsibilities are understandable when one recognizes that there are overlapping functions for most of the personnel in the school system. However, there are certain functions in the pps scope of responsibilities that differ completely from those listed in "figure number 3". The elementary school counselor's role is made meaningful by the way it relates to the roles of other personnel within the school including those of pupil personnel services specialists. It is recognized that the guidance specialist or elementary school councelor may be one of a number of non-instructional personnel who may be available in the school district or in a particular school to offer specialized services to the school child (see figure 3). If the counselor is the only pupil personnel services specialist available to the school, then he may need to become more heavily involved in some of the other areas as, for example, making home visits if no social worker is on the staff. If several pupil personnel services specialists are available, the counselor may share the referral function; that is, referring the child to more appropriate and more adequate sources of assistance. But because of his availability, the counselor is probably in the best position to process all of the referrals. In any case, the responsibility of the counselor is to know the nature of the resources available and to establish adequate procedures for referral to them. He must also promulgate the procedures necessary for references so that they may be efficiently executed.

Where several pps specialists exist, the problem of coordination of services must, of course, be established. This can be accomplished either by agreement of the specialists involved, or by an administrative edict, although the latter is probably least preferred. It is necessary, however, that the

elementary school counselor relate his efforts to other pupil personnel services specialists if maximum benefits are to be realized from the various services. For this reason coordination is essential, since the lack of it at best leads to the duplication of services and at worst leads to a conflict of services. The most accepted approach to the use of multiple services is the "team approach" with the counselor contributing to the efforts of other staff, both teachers and pupil personnel services specialists (Fine, 1966; Mattuch, W. E. and Nicholas, N. A., 1964).

ROLE OF THE COUNSELOR: Now we should be ready to examine the role of the counselor in the elementary school guidance program. A role description (Bentley, 1965) is designed to indicate what services a counselor should offer. It should also reflect the training the counselor has had in order for him to assume certain functions and responsibilities.

ASSUMPTIONS UNDERLYING ROLE MODEL: Although some persons may feel that a guidance program may operate without the services of a specialist, this writer makes the assumption that without an elementary school counselor, no elementary school guidance program really exists. Another assumption the writer makes is that elementary school guidance, as we know it today, is primarily, although not exclusively, concerned with specialized services to pupils (McDougall and Reitan, 1963).

The elementary school counselor contributes his talents as a specialist to the personal and social development of all children within the school. This means that he works to enhance the emotional and educative aspects of children, promotes self understanding, encourages the use of special services within the school and locates and refers to other services outside the school when appropriate. He does not work alone; he is dependent upon the assistance of teachers, parents, and administrators in order to function effectively. Since most of the children in the public schools are "normal" children, the counselor's services are directed largely toward the healthy rather than the abnormal child.

Some of the counselor's functions are regarded as "indirect" in that they are not provided to the child directly but rather through instruments, as in testing, or through other persons, as through the teacher. The "indirect" services could be termed "the peripheral services" and are usually provided in a consultative form. They are designed to contribute to the better understanding of, and working with or relating to, the child.

The "direct" services which the counselor provides is by way of the face to face contact with the child and is the counseling experience, in whatever form, whether through individual counseling, group counseling, or play activity.

THE INDIRECT SERVICES: The peripheral or indirect services of the counselor are the following (as shown in the projection) of figure four:

1) SOCIAL WORK ACTIVITY: Social work activity is seen by elementary school counselors as a function which is second in importance only to that of counseling (Foster, 1967). Often a need exists for a counselor

to go beyond the data which the child or school can provide. This need requires that the counselor consider the home situation, the inter-family relationships and the dynamics of home life. With some children, assistance of a physical, tangible nature is required to make the child's education possible. This requires that the counselor be prepared to offer services of a welfare nature. The counselor, therefore, must be knowledgeable about the resources of the community and know how to utilize the help available, whether from service clubs, churches or private practitioners. To the extent that the counselor participates in the above activities, he is engaged in social work activity.

2) REMEDIATION: In the elementary school, the counselor has knowledge about areas of remediation. He shares the responsibility of identifying students with remedial needs, whether they be in the "skills areas" as in speech, for example, or in the "curriculum areas" as in reading. He is prepared to plan and organize a program for needed remedial services within the school as well as to coordinate the various remedial services to the child and is prepared to assess the effectiveness of them. When necessary, the counselor prepares referrals and obtains reports on the progress of remedial services.

At times the counselor may be asked to directly assist in remedial services in addition to the counseling service which he may be providing but only because of the special relationship which the counselor may have with the child and not because of any particular expertness in the area of remediation. When this occurs, it is expected that the counselor will be supervised in his remedial efforts by the appropriate specialist.

3) DEVIANCY (Exceptionality): It has been reported (Bradford, 1965) that emotionally disturbed children are referred for needed help, on the average, four years too late. What has been lacking are skills for identifying the emotionally disturbed child. Because of the counselor's intensive training in human behavior, it is expected that he will be the best trained person available to assist in situations requiring professional help for the deviant child. The counselor must understand, however, the limited nature of his preparation and not offer services beyond his capability. With the assistance, consultation and direction of more specialized personnel such as psychiatrists, neurologists, or others, a counselor can be expected to provide the day to day, week to week, on-going, continuous assistance needed by a disturbed child. If necessary, the counselor can also provide leadership and assume responsibility for identifying the abnormal and disturbed child and direct the planning for the needs of that child.

4) SOCIOMETRY (Social Relations): It has been indicated (Martinson, 1949) that the major presenting problem of elementary school children who see counselors is in the area of social-peer relations. Experience and practice of counselors (Biasco, 1969) support this finding. Sullivan (1953) considers the elementary school period of life as the time of social development with the area of social relations being an important facet of a child's growth. The counselor should be prepared to render services in this area.

Walberg and Anderson (1968) found that learning is positively correlated with perceptions of students of a class being friendly, satisfying and without animosities. The counselor is to be an agent in fostering sound, positive relationships and in the measurement of them.

Many different theorists, such as Freud, Lewin, Rogers, Heider, Wylie, Kelly, Osgood, Festinger, and Piaget, have stressed the importance that perception plays in determining goals in the development of behavioral repertoires and all have agreed that the way perception is formed is a matter of social interaction. If counselors are concerned with the goals of students and their behavior, then they must be interested in the social interactive process.

It is known (Nichols and Holland, 1963; Astin, 1964a, 1964b) that patterns of social responses of individuals are affected and determined by the social behavior of strong personalities within the milieu. The question for the counselor is how can he change the "press" (environmental shaping) of the school to bring about desired changes and learning of students. Since social learning is so intimately related to academic learning, the counselor cannot be concerned with the cognitive development without being equally concerned with social learning and development. Children who do not rate high with their peers cannot be expected to accept the goals of the group or the class which are often those of the teachers. Rejecting one's peers probably results in the rejection of educational goals with which the peers are identified. Consequently, there is no achievement since there is no learning.

Through sociometry we may assess the social picture after which some intervention may be possible. Despite all the evidence demonstrating the value of sociometry, it is little used in the schools except as training exercises for teaching interns oftentimes. The point is that unless behavioral

intervention occurs, children are doomed to the learning level which is related to their sociability level. Can the counselor intervene significantly so as to affect change in both the social and academic behavioral repertoire of the student?

There is considerable evidence to indicate that sociometric status is related to intelligence, achievement, physical health and many other personal and social characteristics (Gallager and Crowder, 1957; Bonney, 1943; Young and Cooper, 1944; Smith, 1950). As such an important area as social relations is in human development, it deserves attention from a professional person. The counselor is the person who is equipped with skills to offer the needed services in this area (Barclay, 1966). The counselor not only understands the relationships of the various personal, social and educational characteristics of the individuals to sociometric status but is able to effect changes in sociometric status with his skills and knowledge (Kranzler and others, 1966). Through the interested attention of a professionally prepared person, assistance can be offered in this area.

5) MEDICAL: Medical needs are almost always related to the social and emotional aspects of an individual's development. One can hardly be concerned with the well being of an individual and not be involved with the medical aspects of the situation. AMA personnel have estimated that over 50% of the contacts with the public are for emotional needs suggesting that a close cooperation is required with the medical services. In this peripheral service, the elementary school counselor is not a treatment person, but one who cooperates and collaborates with the medical personnel to assist in and provide for the needs of children. In his relationship to the medical services the counselor helps to identify, plan for and interpret the needs of children.

6) PSYCHOMETRICS (Testing): Evidence (Boney and Glofka, 1967) indicates that elementary school teachers see testing activity as the most highly related function to the role of the elementary school counselor. Partly because of this expectation on the part of the instructional staff, counselors are prepared to provide testing services. Hence, the counselor has the ability and is prepared to organize testing programs, administer group type tests, analyze data and interpret results. This requires that the counselor appreciate the skills necessary for clinical and projective type testing so that the counselor will not become involved in activity beyond his training and capability.

7) CURRICULUM ADVISOR (Shown on the handout but not on the screen): Because of the longitudinal view that the counselor has of the child and his development through the school years, a counselor is able to make a significant contribution to the educational program through his advisement to the faculty in curriculum planning and program development. The counselor, in his capacity as curriculum advisor, serves as the "agent of change" in the educational structure. He helps the staff understand the developmental needs of the child, his self concept, his vocational interests, and so forth, and helps to provide for them by way of the curriculum. In this process, the counselor contributes to the teacher's understanding of the world of work and leisure and helps her to prepare the child for it by contributing to the child's awareness of himself and his potential. The counselor serves as a curriculum advisor in individual cases, as during case conferences, and to all children, as in curriculum planning and revision. By applying his knowledge and understanding to the educative process and serving as a consultant to the staff, he contributes to the development of the educational program. Such contributions

may be in the area of class management, grouping, progress reporting, orientation methods, individualizing procedures, and others.

8) AGENT OF THE CHILD: A function not appearing on the diagram, but regarded as important is the counselor's function as the child's agent. Just as the teacher has professional organizations, the parents their PTA, and the soldier his chaplain, so, too, the child needs and must have an agent. This is in the person of the counselor. In this role, the counselor interprets the needs of the child, seeks needed changes in the educational system when deemed appropriate, and serves as the confidant to the child who desires an understanding and accepting adult who will provide a confidential relationship utilizing counselor skills. This is not to be confused with manipulation by the child.

OTHER PERIPHERAL SERVICES AND FUNCTIONS: Other activities and functions of a noninstructional nature which are felt to contribute to the growth and happiness of the child and which is appropriate to the counselor's position as a pps specialist may be assumed by the counselor as a function for his role. The additional peripheral services will depend upon the counselor and his setting.

DIRECT SERVICES (Counseling): Counseling is the activity which identifies the counselor's specialized and direct contribution to the development of the child. Although a counselor engages in some or all of the peripheral services mentioned, his direct avenue of service to the child is through the means of counseling - a service designed for all children.

Foster's (1967) study, in which he surveyed counselor educators, administrators, elementary and secondary teachers and secondary and elementary school counselors, showed that all five groups saw counseling as the most important function of the elementary school counselor. Many other reports and studies support this judgment (Boney and Glofka, 1967; Bureau of Guidance, New York, 1968).

APPROACHES TO COUNSELING BY THE ELEMENTARY SCHOOL COUNSELOR: There are three approaches which may be taken with counseling: One approach is "problem centered" counseling. This is corrective in nature and deals with the resolution of existing problems. This approach centers on problems, of whatever nature, whether they be academic, social, emotional, informational, etc. This approach is the type which is demanded the most by teachers and parents and understandably so since it offers assistance to needy situations. However, it is basically corrective and remedial.

Another approach is "preventive counseling." This approach is designed to prevent delinquency, dropout, unemployment, early marriage or anything else one might be against. This approach has tremendous appeal to the tax-paying public because, to paraphrase an adage, "a penny of prevention is worth a dollar of cure." It is, perhaps, a step ahead of problem-centered counseling but it is still negative and defensive in nature.

The forward looking approach is what I would call "growth counseling" and is the most useful in the elementary school guidance program. The assumption upon which this approach is based is that counseling, like education, is good for everyone. It is not necessary, therefore, for a child to have a "problem" in order for him to benefit from counseling. As the term implies, growth counseling is counseling which assists the individual in

his development. It does not simply deal with problems; it does not only try to prevent. Growth counseling provides services to every child so as to enable him to develop to his maximum capacity. It is designed for the normal child but is useful to the child with extreme needs. In this approach, counseling provides assistance to the child with whatever may be of concern or interest to him by offering professional help with the usual experiences of growing up. For the normal child, counseling may be regarded as an enrichment process which contributes to his growth.

NON GUIDANCE DUTIES AND FUNCTIONS: There are duties and functions of school staff that cannot be shared by the counselor because in fulfilling them there develops a conflict of purposes. Some of these functions are supervising teachers or evaluating their performances; acting as a disciplinarian (punisher) for the misdeeds of children; serving as an informer to the administration by revealing data obtained under the protection of a confidential relationship; serving as a master teacher or critic; or acting as an administrative assistant in controlling and directing the school in the absence of the principal. To perform these duties and others similar to them only jeopardizes the relationship necessary for the counselor's effective services in the guidance program. Some of the non-guidance functions, duties and roles are those indicated in figure seen now being projected on the screen.

PREPARATION OF ELEMENTARY SCHOOL COUNSELOR: The elementary school counselor is regarded as being adequately prepared when he has met current certification requirements of the state in which he is located and has completed a program of counselor education which meets the professional standards for the preparation of elementary school counselors (ACES, 1967). As standards are increased, however, in either the state certification or ACES requirements, it is expected

that the counselor will initiate efforts through either in-service or out-of-service programs to improve and increase his skills and understanding so as to continue to be qualified to serve in the role of an elementary school counselor.

SUMMARY: For purposes of this role model, elementary school guidance is viewed as both a concept (philosophy) and as a process (implementation). The "process" is the action or the "implementation" by which the concept (or philosophy) is realized. The aspect of the process which deals with "services" is predominantly the responsibility of the elementary school counselor. The counselor's role encompasses "direct" and "indirect" services: the direct is the counseling experience in whatever form or medium and is provided by way of the face to face contact with the child. The indirect services are usually through instruments, as in testing, or through other persons, as with the teacher.

The indirect services are termed peripheral services and are usually provided in a consultative form. The counselor's role is not seen as a fixed, static entity, but a flexible, evolving one which can become more meaningful only as new experiences and needs bring new understanding and new knowledge to the guidance field which are then translated into new procedures and practices within the school program. The counselor also has guidance responsibilities which are shared with the staff, both the instructional and non-instructional (pupil personnel services specialists). The guidance program can be successful only if all persons within the school setting cooperate to offer the best guidance program possible. This means that all persons within the school must recognize and appreciate each other's responsibilities.

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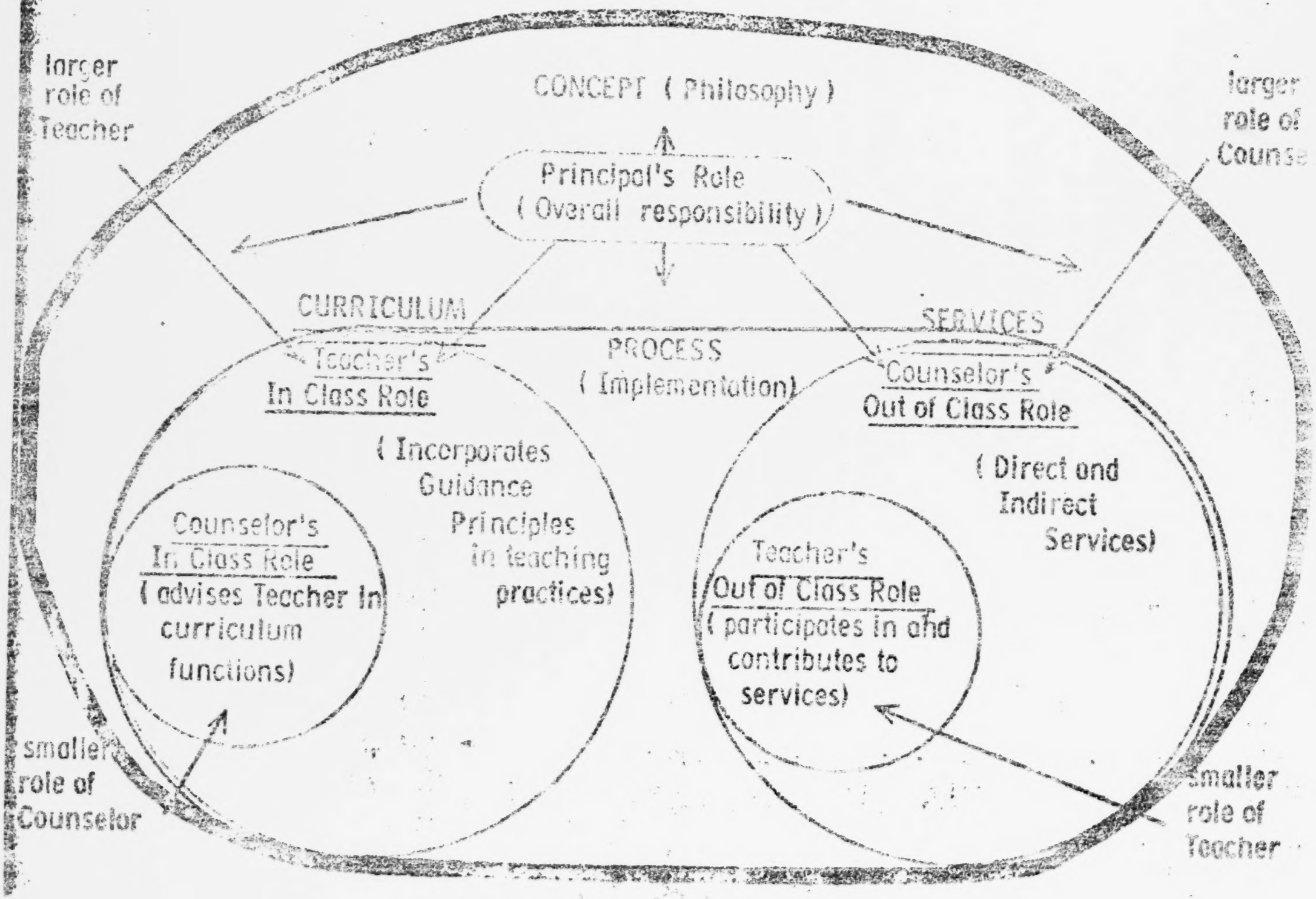
by DR. FRANK [illegible]

# TEACHER'S and PRINCIPAL'S ROLES in the GUIDANCE PROGRAM



SHARED RESPONSIBILITY
OF
COUNSELOR and INSTRUCTIONAL
STAFF

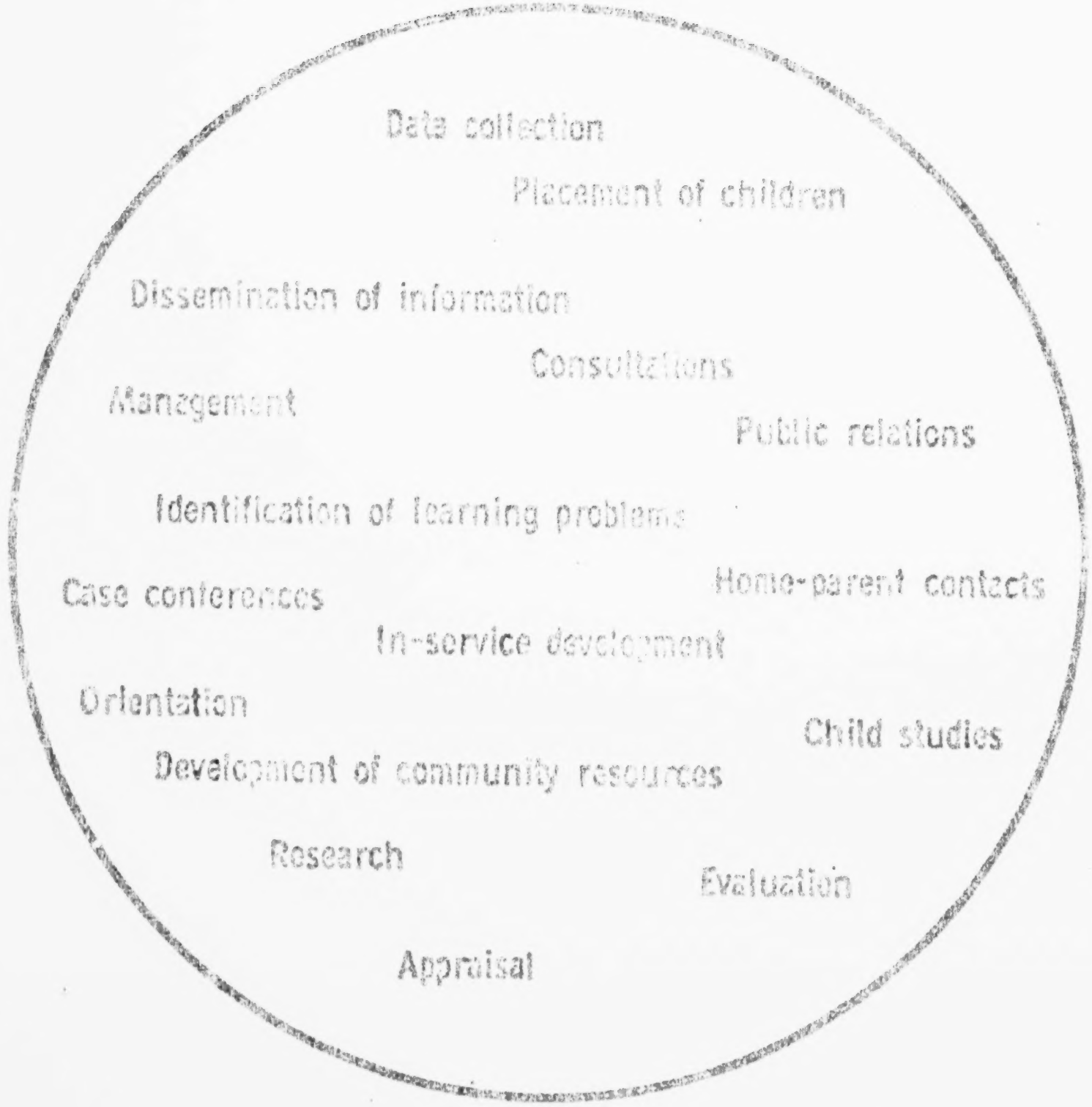



FIGURE No. 2

SHARED RESPONSIBILITY
with other
PUPIL PERSONNEL SERVICES
SPECIALISTS

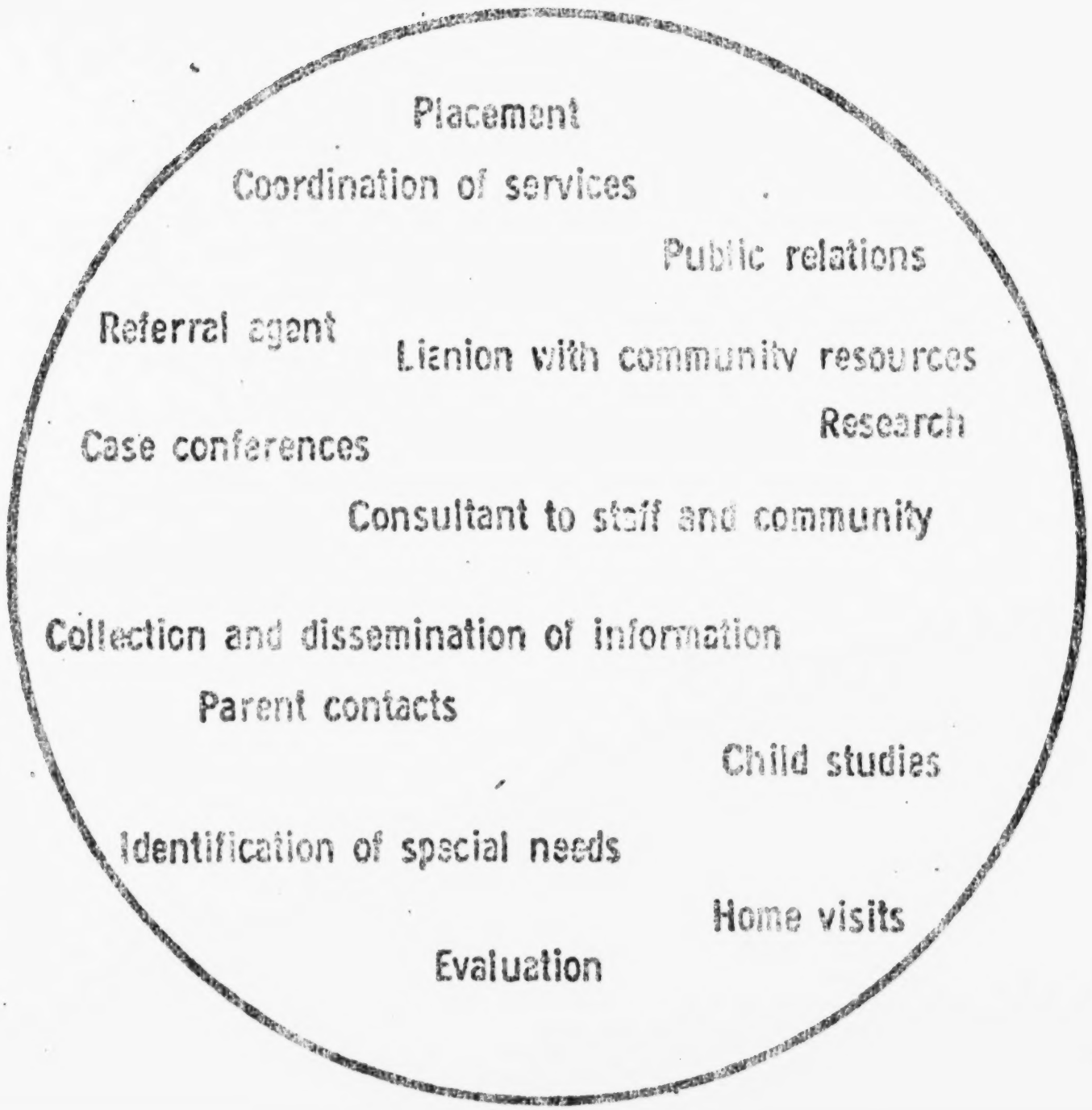



FIGURE 3

# ROLE MODEL OF ELEMENTARY SCHOOL COUNSELOR

A Diagrammatic Representation of Counselor Functions

by

Dr. Frank Biasco

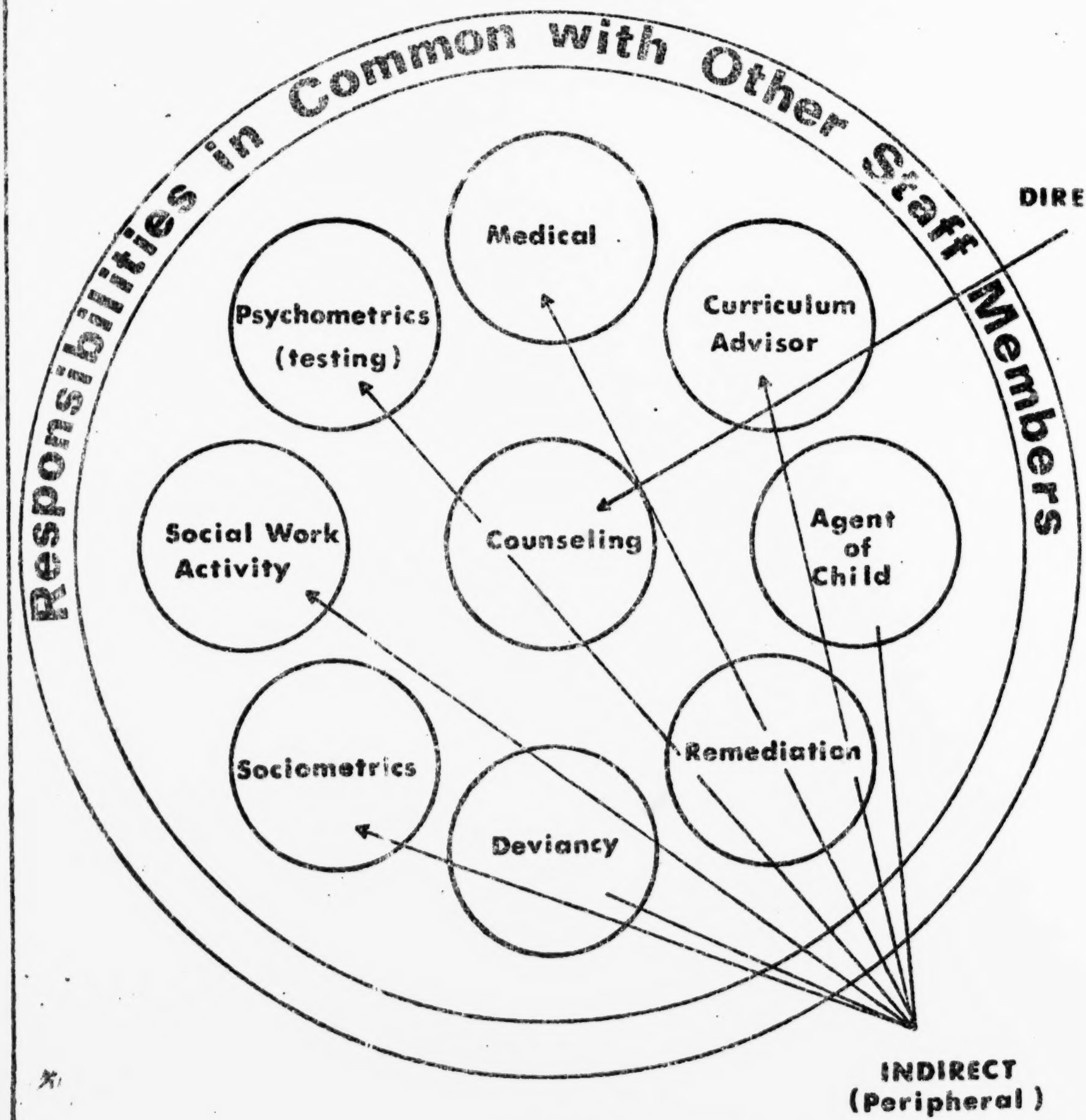



FIGURE 4

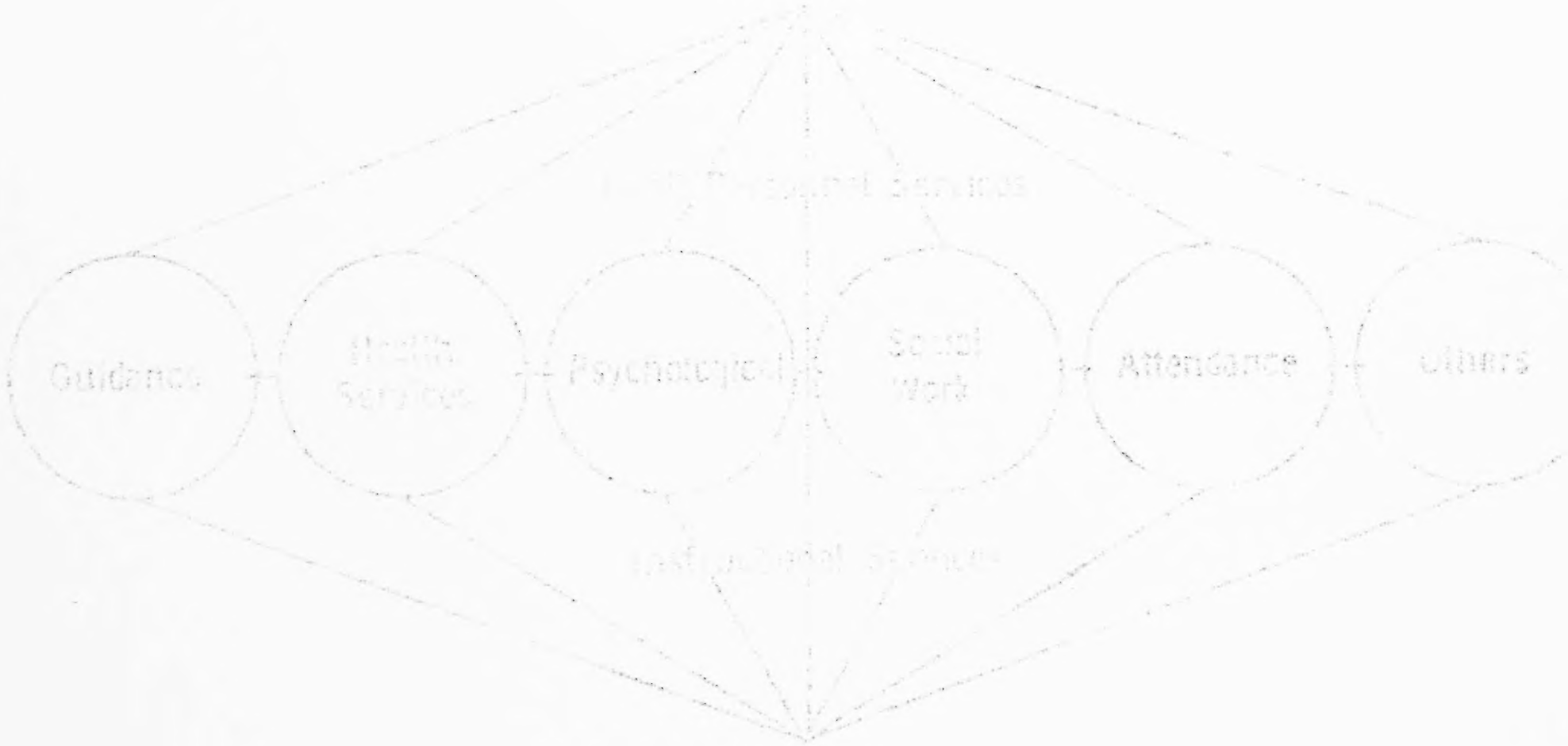
NON-GUIDANCE FUNCTIONS, DUTIES, ROLES WHICH MUST BE AVOIDED BY THE ELEMENTARY SCHOOL COUNSELOR

ROLES:
- Administrative Assistant
- Supervising Teacher
- Evaluator of Instruction
- Disciplinarian
- Other

DUTIES
- Bus
- Lunchroom
- Playground
- Study Hall
- Hallways
- Other

FUNCTIONS:
- Substitute Teacher
- Informer
- Punishment
- Other

FIGURE 5


Guidance
Health Service
Psychological
Social Work
Attendance
Others
Administration
(Principal, Superintendent
and others)